ED 097515

# HANDI - BOOK

ON

# CAREER DEVELOPMENT

Prepared by

GCE 580C Career Education
Central Michigan University
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## INTRODUCTION TO THE CAREER DEVELOPEMENT HAND -BOOK

with Apologies to Ogden Nash

The yellow polluters pulled out of the school yard full of monsters and I sighed,
Which is better than the days when I cried.
I straightened up my desk, mostly by filling up the circular file,
But left a little neat pile
That I slipped into my briefcase for later perusal
Erased the boards, as usual.
Closed the windows and pulled all the shades down half way
Signifying to those inside and outside the end of another day
I glanced at the clock on the wall to see how much longer I had to stay before I could really be free
When into my room walked Mr Jenkins, Principal, our own Simon Legree.
Without any greeting he said
Using a tone of voice I had long come to dread,
"Just got a new bulletin from the Lansing crew
Who don't seem to think we have enough to do
And it states in its usual pedages,
'Please
Inform your teachers that from this date forward all students' learning must include something about choice of a career.'
Better get a plan to see me soon on how you're going to get it done this year."
With this cheerful note of an added burden to mix with behavioral objectives, performance objectives, social adjustment and all that stuff that makes teaching a profession that seems insurmountable,
Mr. Jenkins paused at the door and snarled, "I or the inclusion of Career Education you will be accountable."

I wandered out to my "1968 Hope It Will Make It Until Next Year's Negotiations" auto
And contemplated driving into a cement abutment so that I would become blotto
But since my car won't go very fast and doesn't always go where it's aimed
I decided I wouldn't die but only become maimed.
After listening to my wife tell about her day, seeing that the children got started on their homework, washed the dishes, and got the dog fed
I professed a headache and went to bed
What snapped my twig which was all ready so badly bent
Was the nightmare I had when finally to sleep I went
I was in a pedagogical quicksand
Screaming for someone to give me a hand
When three men: Simon Legree, the Superintendent, and Mr. Porter
Offered me a stick that had Career Education whittled in it and every time I reached for it, it got shorter
I awoke with a convulsive spasm,
Then tried to logically deduce how I might get across this Career Education Chasm.
Knowing I was Pretty Dumb about this new decree's material which to my students must be fed
And with accountability and all that other stuff being held over my head
I decided through force of habit or better still habit by force
I'd go to the nearby university and take a course.
I got in one taught by some joker named Hayes
Who for the first four or five meetings wandered around with the rest of us in a daze.
Then we decided to produce a handi-book for teachers caught up with this latest dictum.
Various areas that should be attended to were assigned to the class members and Mr. Hayes picked 'em.
So here is our handi-book which is not a lot of lesson plans and instructions on how to do it
But merely some suggestions you might consider, about including Career Education in your class, and ways to make it easier as you struggle through it

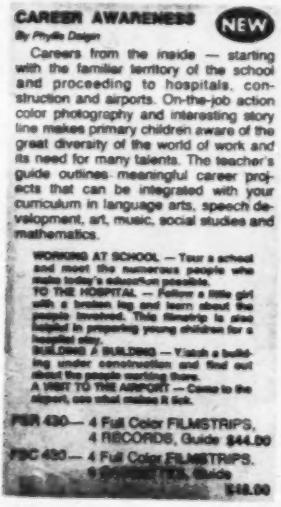
James C. Hayes

## HOW?

This Handibook, as mentioned in the poem, took a great deal of preparation and forethought. The initial meetings were spent discussing the types of information that would be most beneficial to the individuals utilizing the materials.

After a decision had been reached as to the types of material that would be included, the authors divided into various groups. The process of interaction, comparing thoughts and ideas took over. In these smaller groups the central themes were elaborated upon and some difinite conclusions about format were made. In subsequent discussions the ideas were presented to the total staff for evaluation.

The preliminary manuscript was proofed and finally sent to press. The product you are about to delve into is the culmination of these efforts.



**CAREER AWARENESS** NEW

*By Phyllis Daigon*

Careers from the inside — starting with the familiar territory of the school and proceeding to hospitals, construction and airports. On-the-job action color photography and interesting story line makes primary children aware of the great diversity of the world of work and its need for many talents. The teacher's guide outlines meaningful career projects that can be integrated with your curriculum in language arts, speech development, art, music, social studies and mathematics.

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BUILDING A BUILDING — Watch a building under construction and find out about the people working there.
A VISIT TO THE AIRPORT — Come to the airport, see what makes it tick.

FSR 430— 4 Full Color FILMSTRIPS, 4 RECORDS, Guide $44.00

FSC 430— 4 Full Color FILMSTRIPS, [illegible] Guide $48.00

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## CAREER EDUCATION SERIES A

INTRODUCTION TO CAREERS
SERVICE JOBS
JOBS IN INDUSTRY
JOBS IN DISTRIBUTION
CAREER AWARENESS

A multi-media approach to introducing career awareness to the student. The Career Education program is an exciting and high interest program designed to give the student a broad general overview of jobs in the service, factory, sales, and distribution areas.

Included in the series are explanations and examples of unskilled, skilled, and trade classifications, as well as many different service jobs like restaurant work, etc.

The program is high interest in that it spans many different job clusters and moves quickly within the 5 full color filmstrips. This series is a must for every classroom that is concerned with career education and career awareness.

5 Full Color Filmstrips
5 Audio Cassette Sides
1 Teacher's Manual

$[illegible]

## WHY?

The decision of the class to design a handibook on Career Development arose out of the desire to dispell some of the frustration expressed by many educators regarding the directive issued by the State Board of Education concerning Career Development eminating from the passage of House Bill No. 4422.

"The Counselor's Professional Handibook" of the Michigan Personnel and Guidance Journal, Vol 5, No. 1, Fall, 1973 in discussing Career Development theories that emphasis should be placed on "Career awareness, orientation and exploration of the occupational world and alternative career paths." We offer for your consideration the theory that a teacher should place the highest priority on quiding the student toward a life style preparation rather than toward a specific handibook will be of some value to the educators who probably are already expected to spread themselves too thin.

WHAT?

By now, perhaps you're thinking: "Oh no! Not another one!". Can't say that I blame you. Rest assured, we aren't trying to tell anybody what to do. We also don't feel that this booklet is the last word in Career Development Implementation. All we really want to accomplish is to throw some ideas and alternatives at you that can be helpful.

If you can use what we present that's fine. If nothing you read here piques your interest, that's alright too.

If you can find the time, read on. We might have just what you've been looking for.

If becoming a brain surgeon doesn't appeal to you, try your hand at auto mechanics. There are a lot more cars around these days than there are brains.

MICHIGAN VIEW

## WHAT

VIEW stands for *Vital Information for Education and Work*. It's an up-to-date, easy to use system of career information that can help today's youth explore many rewarding careers that await them upon leaving school.

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**ABSTRACTS OF RESEARCH MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION**

**ABSTRACTS OF INSTRUCTIONAL MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION**

This handbook is not to be a "how to do" book, but a handibook to help us, as teachers, to understand things we are already doing that are career development oriented. This handibook will attempt to put forth some available alternatives to meet the requirements of career development.

Through points offered below we hope to help you to come to an understanding of how to help facilitate student development, through career development.

We, as teachers, are models for the students. We are what we teach, not just what we say. The things we say as teachers can influence the attitudes students have about themselves. Students are no different from you and me. They do not learn just the facts, but also how these facts relate to them. We, as teachers, have the greatest potential to help the students' development through the use of ourselves. The use of warmth, understanding, and direct as well as indirect control are potential tools which can help us as teachers to fulfill the requirments of career development without losing our creativity and independence as teachers.

HUM[illegible]EVELOPMENT LEADING TO PERSON & PROGRAM
(Career Development)

Developmental objectives
- Awareness
- Exploration
- Commitment
- Develop Skills
- Refine Skills
- Reaffirm-Redirect Skills

Behavioral Objectives
- Cognitive
- Affective
- Psycho Motor
- (Any Developmental Objectives accounts for all three.)

Levels of Development
- Knowledge
- Acceptance
- Affirmation
- (Three Separate levels- any one means nothing. To make tiger soup, one needs to catch a tiger.)

Areas of Development
- Individual & Environment
- World of Work
- Economics (System)
- Education & Training
- Employability & Work Adjustment
- Vocational Decision Making
- Self

Motivation K-6
Orientation 7-8
Exploration 9-10
Vocational Education 11-12
(possible training)

Vicarious
Simulated
Experiential

## SELECTED REFERENCES ON CAREER DEVELOPMENT

The following list of selected references contains some significant documents currently available on "Career Education." These references should prove useful to educators for planning, implementing, and operating career education programs. For additional information, refer to Research in Education (RIE), Abstracts of Research Materials in Vocational and Technical Education(ARM), Abstracts of Instructional Materials in Vocational and Technical Education (AIM), and Current Index to Journals in Education (CIJE). Instructions for ordering ERIC documents are attached to this reference list.


American Vocational Association. "Career Education--Is It a Fad or A Major Development?" American Vocational Journal. Vol. 47, No. 3 (March, 1972), entire issue.

Bailey, L.J., ed. Facilitating Career Development: An Annotated Bibliography. Final Report. Springfield: Division of Vocational and Technical Education, Illinois State Board of Vocational Education and Rehabilitation; and Carbondale: Southern Illinois University, July, 1970. 137 pp. ED 042 217 MF $0.65 HC $6.58.

Baker, G.E. "The Teacher's Role in Career Education." School Shop, Vol. 32, No. 3 (November, 1972), 35-37

Banathy Bela H., and Peterson, Robert M. "Employer Based Career Education (EBCE)--A Model Developed at the Far West Laboratory for Education Research and Development." Paper presented at the 1972 Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 4, 1972. Complete text 49 pp. ED 162 539 MF $0.65 HC $3.29

Bogle, Elsie P.; et al. Career Education: An Annotated Bibliography for Teachers and Curriculum Developers. Washington, DC: Americal Institutes for Research, Curriculum Center for Occupational and Adult Education, Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Dept. of Health, Education, and Welfare. Januarv, 1973.

Bottoms, Bene. Career Development Education K Through Post Secondary and Adult Education. Mimeograph. Atlanta: Division of Vocational Education,,Georgia State Department of Education., n.d. 50 pp. ED 062 580 MF $0.65 HC $3.29.

_____,Orientation to New Concepts and Programs of Career Orientation and Occupational Education for Students in Rural Areas. Raleigh: Center for Occupational Education, North Carolina State University. December, 1970. 142 pp. ED 057 966 MF $6.58.

_____, and Matheny, Kenneth B. "Occupational Guidance, Counseling,and Job Placement for Junior High and Secondary School Youth." Paper Presented at the 1969 National Conference on Exemplary Programs and Projects. (Atlanta, Georgia, March 12-14, 1969). 17 pp. Complete text 255 pp. VT 008 896, MF Available in VT-ERIC Set Ed 045 860.

Budke, Wesley E. Review and Synthesis of Information on Occupationa Exploration. Information Series No. 34. Columbus: The Center for Vocational and Technical Education, the Ohio State University. 1971. 93 pp. ED 156 165 MF $0.65 HC $3.29. Also available from the Government Printing Office, Stock No. 1780-0763, $0.55.

Burchill, George W. "Work-Experience Programs for Secondary Youth." Paper presented at the National Conference on Exemplary Programs and Projects--1968 Amendments to the Vocationl Education Act. (Atlanta, Georgia, March 12-14, 1969). 28 pp. Complete text 255 pp. VT 008 896, MF available in VT-ERIC Set ED 145 860.

Three domains, cognitive, affective, psychomotor, are commonly associated with education. They also can be applied too Career Development. We have listed them according to the grade level of the strdent.

ELEMENTARY LEVEL

Cognitive:
To help elementary students develope an awareness of occupations for life-style choice and apply what they learn through a career oriented oersoective.

Affective:
To provide the students with opportunities to develope an awareness of self in relation to environment and career choices.

Psychomotor:
To allow for the greatest development of skills needed to explore self and career choices.

MIDDLE SCHOOL

Cognitive:
To expose each student to as many experiences as possible so the student can become more familiar with the decision making process in selection and evaluation of life style choices.

Affective:
To focus on helping the student in the decision making process of selecting general occupational areas which correspond with his values, attitudes, and interests.

Psychomotor:
To develope and improve the psychomotor skills necessary to give him the widest possible carrer choices.

SECONDARY

Cognitive:
To expose students to factual information concerning job descriptions and life styles at a depth that has meaning to them. This involves using new and already obtained knowledge to aid the student in the decision making process as it pertains to life style and career choices.

Affective:
To accept the student and his present life-style and to help him develope attitudes congruent to his aptitude, ability and interest toward a possible career and life-style expectation.

Psychomotor:
To develope skills for coordinateng cognitive and affective behavior allowing for further career and life-style exploration and activities.

HIGHER EDUCATION/TECHNICAL ADVISOR

Cognitive:
To know--factual preparation and knowledge aimed at life-style choice.

Affective:

To feel--mutual recognition of attitudes as key factors in healthy, productive development of and adjustment to life-sytle choice.

Psychomotor:

To do--the joining of cognitive and affective abilities/ aptitudes with physical and psychological components that lead to productive skill.

# ATTENTION:

# Educators, Librarians.

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Contact your local Imformational Resources Center- School Libraries, District and Regional Centers, etc.

## BEHAVIORAL OBJECTIONS
## (WHOOPS! OBJECTIVES)

Career preparations is a fundamental part of education. Preparation for a work role must become a basic component of a student's educational program. The incorporation of career guidance need not be an awesome task. The following guidelines or objectives will help you to implement career development and guidance. The objectives have been divided into two parts. The first deals with student oriented objectives, the second, with objectives designed to be met by the individual teacher.

### STUDENT OBJECTIVES

1. The student will be able to define realistic career goals based on interests, aptitudes and attitudes.
2. The student will be able to locate and apply information relative to career opportunities and requirements with cooperation of resource personnel.
3. The student will appraise the life-style associated with the career in which he is interested.
4. The student will be able to examine and develop the decision making process.
5. The student will be able to list the entrance requirements or procedures for the following post-high school programs:
   - college/university
   - junior college
   - training schools
   - apprenticeship programs
   - armed service careers
   - post high school job areas
6. The student will be able to complete in writing an outline of courses available and relevant to help fulfill his career goals.
7. The student will be able to identify the career opportunities available to him within his school district, county state, etc.

### TEACHER OBJECTIVES

1. The teacher will discuss qualities for employment, such as dependability, industriousness, politeness, etc. pertinent to life-style choice.
2. The teacher will help formulate the decision making process which will enable the student to act according to his personal values rather than be effected by external pressures.
3. The teacher will synthesize experience and information at all grade levels in order to facilitate wise selections of career goals.
4. The teacher will define entry skills and knowledge necessary for future employment in an occupational cluster or entry into higher education.
5. The teacher will plan for adequeate and continuous guidance of students to assure proper placement in the career oriented sector of the total educational program.

HISTORY OF CAREER DEVELOPMENT

Career development has been with us for some time now, developing shortly after the turn of the century. It grew out of the progressive reform movement to fill the needs created by three facotrs: the destructive conditions of city and industrial life; the plight of large masses of immigrants concentrated in ghettos holding dead-end jobs that locked them into their slum existence; and the inadequate school curriculum which prevented youth from coping successfully with the industrialworld.

Originally, vocational guidance was closely associated with vocational education. Representatives from labor, industry and the settlement house movement, formed the National Society for the promotion of Industry Education. Identified the need for reform, and promoted the concept of vocational guidance and industrial education in the schools. N.S.P.I.E. was the moving force subsequently behind the organization of the National Vocational Guidance Association in 1913. This group was formed to introduce the concept of vocational education and guidance to the schools.

Vocational guidance later lost its legacy of social reform and its position as an essential part of vocational education--qualities which still have not been regained.

An idea from Counseling for Career Development,(Tolbert, 1974), seems to adequately describe the position of career development today. "Career development appears to be a coalition between vocational education and guidance that existed early in this century."


ERIC

ERIC CLEARINGHOUSE ON VOCATIONAL AND TECHNICAL EDUCATION

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SERIES B

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BENCHWORK OCCUPATIONS
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AND MANY OTHERS

Interpretive Education further explores the vast number of job clusters open to the student of today.

This multi-media program gives the student an awareness of many different occupations in which he or she may not be familiar. Job opportunities are available in many different areas and we feel that student awareness of these areas are of utmost importance.

Both series A and series B explain different areas of occupational interest and are extremely valuable singly or together to give career awareness opportunities to your students. Career education is a concern to all educators and students. Interpretive Education helps you in the challenge.

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- 5 Audio Cassette Sides
- 1 Teacher's Manual

$74.00

For further information contact

ERIC PROCESSING AND REFERENCE FACILITY
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# Career Education

An overview of the workaday world. The program is designed to identify the values and attitudes important to all work, and to illustrate these in jobs and in people with whom the primary age pupil is familiar. This approach — building upon acquired knowledge — provides numerous opportunities for pupil activities. The concept of school as a career which leads to other chosen careers serves as the introductory topic.

Grades 1 through 3

| | |
|---|---|
| CAC-101000 complete *Career Development for Primary Grades* kit (4 filmstrips with sound tracks on cassette, wall posters, and Teacher's Guide with spirit duplicator masters) | $69.00 |
| CAR-101000 complete package with record sound tracks | 69.00 |
| CAA-101701 additional wall posters | 5.00 |
| CAA-101551 additional Teacher's Guide with spirit duplicator masters | 9.00 |

BOOKS/POSTER CARDS

No. 7574 Popeye Career Awareness Book and Poster Library

[illegible] 14 posters show Popeye in a representative setting for each of the occupational clusters. Job description cards relate to the posters and they may be used for game play or bulletin board display.

Price $8.00

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## THE STATE OF MICHIGAN CAREER DEVELOPMENT PLAN-- HISTORY AND CONCEPTS

Michigan's State Department of Education was introduced to Career Development by several national acts. Evolution of Career Development as pllicy on the national level culminated in the passage of the following legislative acts:

1. The Child Labor Act
2. Compulsory Education Act
3. The Smith-Hughes Act
4. The G.I. Bill of Rights
5. The George Barden Act

This legislative background to initate career development activities received additional impetus from the following events.

1. The prosperity of the 1920's pressured school systems to meet demands in the world of work.
2. The Great Depression caused a re-evaluation of goals..
3. WWII focused on needs for specialized training in the world of work.

Most recently, In Michigan, passage of House Bill No. 4422, known as the Dively Act, insists that public schools implement career development into the school curriculm by the year 1975 for the 1975-76 school year.

Inorder to meet this demand, the State Department provrdes certain guidelines to implement Career Devleopment in our local school systems K-12.

### Components

The components of Career Development are listed below:

1. People to be served-- Kindergarten through adult.
2. Career preparations--
   a. Academic skills
   b. Vocational skills
   c. Technical skills
3. Career devleopment--
   a. Career awareness and exploration.
   b. Self awareness and assesment.
   c. Career decision making and planning.
   d. Job and advanced placement.

Sidney P. Marland (U.S. Commissioner of Education-Dec. 1970-Sept. 1972

Marland maintains that in order to effectively accomodate the educational needs of today's students, drastic revamping procedures in our educational system must take place.

Marland believes that a large majority of those students dropping out of school are doing so because the schools are not providing satisfying and meaningful experiences for them, not because they are being pushed out as was often true in the past.

Our society has developed a kind of folkway that says to be good in life one must go to college. People are convinced that this is the only way to glory, when very emphatically it is not. About 54% of high school graduates go on to higher education (1971), while in the average high school graduating class, no more than about 10 to 12 percent studied vocational technical programs leading directly to saleable skills. The rest are victims of the general curriculum which in itself doesn't lead to anything.

Marland believes we should do away with the general curriculum, because it contains no intrinsic motives, and no tangible goals. It does not lead to college and it does not lead to satisfying and rewarding employment.

The reform recommended is called Carreer education. What we must do is create social value and prestige in an entirely different kind of education for the nearly 50 percent of young people who choose not to go to college and for the much larger percentage which include those who enter, but soon exit. Along about fifth, sixth, or seventh grade, (ages 11 to 13) there should be some systematically planned information made available to young people through the curriculum so they can have a hand in shaping their own lives in a thoughtful and informed way. The emphasis on careers at early elementary levels is expected to be part of the solution to a basic criticism vocational experts have leveled at traditional secondary education programs. Since most state laws allow a high school student to drop out of school at the age of 16, and since most children reach that age during grades 10 and 11, it has made little sense to begin vocational training as late as grade 11, as most schools do.

Another idea being developed in the Office of Education is that of Clusters-of-work categories or curricular systems. The clusters, fifteen in number, would allow each student to focus his or her primary attention towards an area of specialization that is motivating and rewarding. One cluster, for example, is the health sciences, with positions ranging from the hospital orderly to the highly specialized surgeon. Another such group is the electronic cluster which deals with such diverse activities as the simple installation of an electric socket to the construction of sophisticated computers. The concept is that the student should be ready when he leaves school, not necessarily when he graduates-either to enter post-secondary education or to go directly into a working experience with pride, satisfaction, and competence.

In career education, the school system is considered constant with students having ample opportunities to enter, exit and re-enter according to their needs. For example: A young man at age fifteen may want to be a service station attendant, and leave school to do that. A year later he may want to come back and study about transmissions; he becomes a transmission expert for his community. Then perhaps he comes back again for some business courses. Before long he becomes a businessman as well as a skilled craftsman.

## ACCOUNTABILITY IN MICHIGAN

John W. Porter, state superintendent of public instruction in Michigan, wants to expand the traditional "3R's" to include the "3E's" -- efficiency, economy, and effectiveness.

The vehicle for this change is the Michigan Six-Step Accountability Model, which identifies statewide educational goals and provides educators with the means of measuring performance in relation to those goals. The project began in 1970, when a task force of educators, students and citizens developed common goals for education in the state.

Briefly, the six steps in the Michigan model are:

1). COMMON GOALS. Twenty-two specific goals are provided for Michigan schools under three broad headings: citizenship, morality, democracy and equal opportunity, and student learning.
2). PERFORMANCE OBJECTIVES. The common goals are further defined in specific, measurable objectives which specify what a student will be able to do and at what time.
3). NEEDS ASSESSMENT. This step assesses what student needs are not being met, and which must be met to achieve the performance objectives.
4). INSTRUCTIONAL DELIVERY. An analysis of the existing instructional programs in light of the assessment.
5). EVALUATION. At this stage, it is necessary to evaluate both individual student performance and the effectiveness of the overall instructional program.
6). RECOMMENDATIONS. After these five steps, it may be necessary to revise some of the goals and objectives, change the needs assessment procedures, etc.

The accountability model was piloted in all elementary school districts, including Saginaw, during the 1971-72 school year. An interim report by administrators in those districts said the model, if properly used, could be a "powerful tool for bringing about quality education." Currently, 67 of Michigan's 600 local school districts have implemented the model.

Porter is optimistic about the accountability model, saying it can lead to a "quiet revolution" in education. He says that nearly all students "will acquire the minimum school skills necessary to take full advantage of the adult choices that follow successful completion of public education, fail on this promise, we will publicly report the reasons why."

Two of the most comprehensive models developed to date belong to Henry Dyer, vice-president of Education Testing Service, and Frederick McDonald and Garlie Forehand, of New York University. Both suggest that no one individual be held accountable, but rather the entire school staff is collectively responsible. The school is matched with similar schools. Both use pre- and post-test student scores to determine a school's effectiveness.

We are not attempting to specifically furnish a "do-it yourself kit" for each discipline taught in your curriculum. Therefore, reading since it is used in most learning experiences, has been singled out as one way of dissemination career development. Glance through examples...who knows, something may fit!

Scatter these around for the Elementary students to enjoy:

Books by Carla Greene: Soldiers and Sailors, What Do They Do? I Want to be a Dentist, I Want to be a Musician, I Want to be an Airplane Hostess, I Want to be a ship Captain. K-2

How the Doctor Knows Your Well, by Vicki Cobb. The Cowboy on the Ranch, by Richard Floethe. The Farmer and His Cows, by Richard Floethe. The Story of Lumber, by Richard Floethe. Soo Ling Finds a Way, by June Behrens. K-3

Books by Carla Greene: Truck Drives. What Do They Do? Policemen and Firemen. What Do They Do? Doctors and Nurses, What Do They Do? Here Comes the Strike Out, by Leonard Kessler. I Want to Be a Lawyer. by Eugene Baker.

CHALLENGE MIDDLE SCHOOLERS WITH:

"Storm" by George R. Stewart. The Modern Library New York, NY,1947 pg. 349

"The junior mereorologist was working at his table...In five weeks he had come to work, in the

bureau, the weather had been inane. Sometimes he wanted to take up the telephone and shout into it: 'Blizzard, lightening, and hurricanes! ' But as he bent over his table again, irritation oozed away. Instead, there swelled up within him the joy of the workman, of the scientist, even the artist. For, as he often told himself, his present task was the only one of his daily assignments over which he could work with some degree of calm and detachment. It was not like the hurried preparation of the early morning map upon which the forcasts were based. His present work had its uses, but they were a little removed from the immediate present"

"For a moment he looked contentedly at his creation.... The general set-up seemed to indicate in the next twenty-four hours the new storm would move rapidly eastward.."

"Chairman of the Bored" by Edward Streater, Harper & Brothers, Pub. New York, NY., 1961, pp. 274

"They were all seated around the long table in the new grey-paneled board room .... Did all these men realize that within a year and a half he, Graham Crumbie, the man who had put this show on the road, was going to retire? Was he the only one who has not taken that clause in the pension plan seriously? Of course he was. Everyone else had been aware of his retirement date for months. Their interest was not in him, however, but rather in the degree of benefit that might accrue to each as a result of his with-



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## Career Motivation Series

What's it really like ...
"Could I be a freight checker, a clerk typist, a truck maintenance man?" "Could I be a restaurant manager, a nurse, a bank vice-president, or a department store buyer?" Questions like these are on every student's mind as he consider his future career or vactional options.
This unique series of live "on the job" tape cassette interviews with workers in a side range of occupations provides relevant and believable insight, information, and motivation. As students hear from people who "speak their language," they learn not only what it's like and what it takes, but that they too can be successful.

### Description

What's It Like? is a series of prerecorded "live" interviews with workers in a wide range of occupations. A skilled interviewer brings out **in the worker's own words** the nature of the work, the demands of the job, its rewards (monetary and otherwise), the qualifications required, how the worker got the job, what the worker likes and dislikes about it, and what a typical day on the job is like. Although not intended as a comprehensive career catalog, these interviews cover a wide variety of occupations: manual and mechanical, clerical, business, transportation, managerial, professional and other vocations.

### Objectives

The goals of this career motivation series are:

- To acquaint students with the vast range of career opportunities open to them.
- To provide an authentic picture of the requirements and responsibilities of various careers and vocations.
- To provide "models" of success to which students can relate in their personal career aspirations.
- To provide motivation for further investigation into job opportunities of interest to the student.

### Instructional Uses

The following are only a few of the many ways in which What's It Like? can be effectively used:

- As part of the guidance or vocational program in the junior high or senior high school.
- As a resource unit for individual investigation in the library or media center.
- As a resource for use by teachers and counselors working with minority groups.
- As a part of the counseling programs of state employment services, opportunity centers, rehabilitative institutions, private industry and other institutions in which career guidance is offered.

### Materials

- 22 Interview Cassettes
- 1 Preview Sampler Cassette containing excerpts from the interviews
- 1 Cassette (Suggestions for Effective Use)
- 1 Large Poster for Display
- 1 Utilization Guide

### Price

Cat. No. 9500 — $148.75

## BLACK AMERICANS AT WORK

George Bruno, Hospital Administrator
Betty Belcher, Office Worker
John Claiborne, Butcher
Jonathan Lanier, Student
Gaddis Rathel, Storekeeper
Shelvin Hall, Minister
(avg. 50 frames, 11 min.)

Narrated by the people involved, these documentary interviews provide insights to the daily life, occupations, background and hopes of six black Americans. Gives a candid view of their work, families and society in which they live, and new perspectives on how these black people see themselves and their opportunities. Produced for Coronet by Gary Stallings Productions.

Collaborator: Dr. Kenneth R. Johnson, Associate Professor of Ethnic Studies and Education, University of California

JUNIOR SENIOR HIGH COLLEGE
SOCIAL STUDIES, CAREER EDUCATION

| | | |
|---|---|---|
| S187 | 6 filmstrips/3 records | $55.00 |
| M187 | 6 filmstrips/6 cassettes | $70.00 |

Our Family Is Black — see p. 19

## BUSINESS ORGANIZATION

Types of Ownership
Management
Production
Marketing
Accounting
Services
(avg. 48 frames, 13½ min.)

Familiarizes students with different forms of business organization such as sole proprietorship, partnership, cooperative and corporation. Shows how responsibility is divided among several departments including management, production, marketing, accounting, and services. Produced for Coronet by A. Kohlwes.

Collaborator: David G. Goodman, Professor and Head, Education, University of Wisconsin, Whitewater

SENIOR HIGH COLLEGE
CAREER EDUCATION

| | | |
|---|---|---|
| S186 | 6 filmstrips/3 records | $55.00 |
| M186 | 6 filmstrips/6 cassettes | $70.00 |

## SHOP SAFETY

Think Safety
General Shop Hazards
Hand Saws, Chisels and Files
Screwdrivers, Wrenches, Sheet Metal and Welding
Grinders, Routers, Power Saws, and Jointers
Drill Presses and Lathes
(avg. 49 frames, 11 min.)

Clearly illustrates safe shop practices for inexperienced as well as experienced workers. Orients the beginner in shop vocabulary and demonstrates proper use of common tools, machines, accessories and specialized equipment. Provides many valuable pointers on good housekeeping procedures in the shop.

Produced for Coronet by Moreland Latchford Productions, Ltd.

SENIOR HIGH COLLEGE
CAREER EDUCATION

| | | |
|---|---|---|
| S179 | 6 filmstrips/3 records | $50.00 |
| M179 | 6 filmstrips/6 cassettes | $65.00 |

Safety Practices in the Shop — see p. 35

## THE ENGINE LATHE

Parts and Functions
Using Accessories
Cutting Tools
Facing
Straight Turning
Taper Turning
Drilling, Boring and Parting
External Threading
(avg. 50 frames, 11½ min.)

Shows the different parts of the lathe, their functions, accessories and cutting tools, and step-by-step explanations of how to do the most commonly performed lathe operations. Graphic photographs, diagrams, and an explicit narration also state each procedure and the safety precautions necessary. Excellent for introduction or review in any metal working class.

Collaborator: Stephen S. Hansmire, Assistant Professor, Metals, California State University, Long Beach

SENIOR HIGH COLLEGE
CAREER EDUCATION

| | | |
|---|---|---|
| S261 | 8 filmstrips/4 records | $67.00 |
| M261 | 8 filmstrips/8 cassettes in Strip Settle Pak | $87.00 |

## SHOP MEASURING INSTRUMENTS

Steel Rules and Related Instruments
Calipers and Dividers
Micrometers
Vernier Instruments
Dial Indicators
Gage Blocks
(avg. 39 frames, 10 min.)

Detailed instructions and a programmed format thoroughly acquaint students with the major instruments used in shop measuring. Offers learning units with questions and is equally effective for class and individual use. Close-up photography demonstrates each instrument and its special design for doing specialized work. Produced for Coronet by Graphic Communications.

Collaborator: C. Thomas Dean, Ph.D., Dean of School of Applied Arts and Sciences, California State College at Long Beach

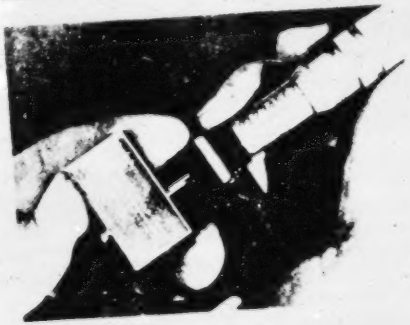
Junior High, SENIOR HIGH
CAREER EDUCATION

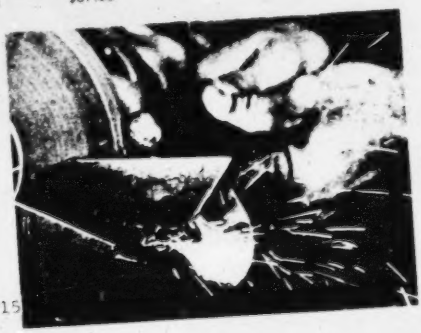
| | | |
|---|---|---|
| S222 | 6 filmstrips/3 records | $47.50 |
| M222 | 6 filmstrips/6 cassettes | $62.50 |

BUSINESS ORGANIZATION

**In addition to being very useful as introductory material in the business curriculum, this series would also be valuable for vocational education.**

*PREVIEWS*







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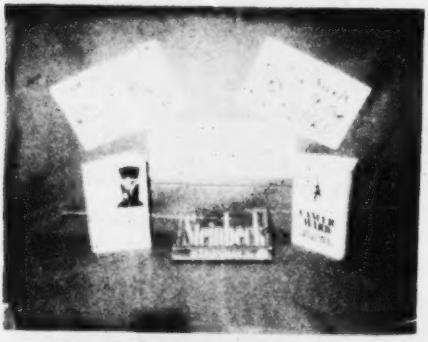
"Once an organization passed a point in size (or was it a matter of momentum) it suddenly became an entity in itself; bigger and stronger than the individuals who ran it. It was like one of those man-made satellites which ultimately detach themselves from the final booster rocket and takes off on their own. He'd been the booster rocket and now..."



John Steinbeck, The Snake", The Portable Steinbeck (New York: Viking Press, 1960), p. 27.

"Dr. Phillips...lifted his sack to the table under the white light and emptied out two dozen common starfish. These he laid out side by side on the table. His preoccupied eyes turned to the busy rats in the wire cages wire cages. Taking grain from a paper sack, he poured it into the feedingtrouhs. Instantly the rats scrambled down from the wire and fell upon the food. A bottle of milk stood on a glass shelf between a small mounted octopus and a jellyfish. Dr. Phillips lifted down the milk and walked to the cat cage, but before he filled the containers he reached in the cage and gently picked out a big rangy alley tabby. He stroked her for a moment and then dropped her in a small black painted box, closed the lid and bolted it and then turned on a petcock which admitted gas into the killing chamber. While the short soft struggle went on in the black box, he filled the saucers with milk.

This passage gives a brief portrait of a biologist. Steinbeck describes activities and tools of the character Dr. Phillips. Knowing something about this writer's style, one can surmise what on a continum of realism verses glamorisation, this sketch would be located towards realism. This short story could serve as an introduction to the world of a biologist, not only in terms of physical setting and duties, but also in terms of attitudes and perseptions of one biologist.

Fiction yes! Career Inf- yes! Let's try fiction as it encompass a scope broader than specific occupations. These deal with the issues of life styles and personal public value systems. The questions posed seek to find and to create answers about not only man the worker but also man the father club member, consumer, worshipper, in short, man, the member of humanity.

T.S. Eliot, The Family Reunion.

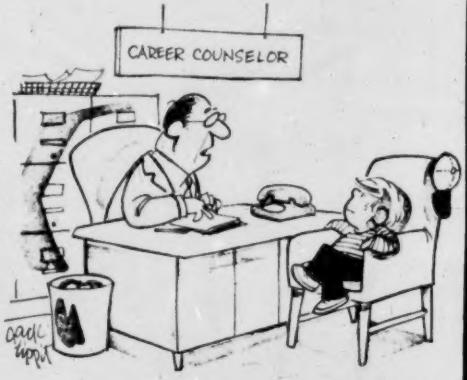
Violet; Go awth; to the
English circulating libraries
To the military widows and the
english chaplains,
To the chilly deck-chair and
the strong cold tea-
Charles: that's not Amy's style at all. We are Country-bred people. Amy has been too long use to our ways living with horses and dogs and guns. Ever to want to leave England in this winter. But a single man like me is better off in London: A man can be very cosy at his club Even in an English winter... It's the cocktail-drinking does the harm: There's nothing on earth so bad for the young. Al that a civilized person needs is a glass of dry sherry or two before dinner.

"To Dog exile was full of laughter and elation, and for that the Kadmins, an old couple he knew, were mainly responsible. ...Their life blossomed into steady joy on the day they bought their own tumble-down mud-hut with kitchen garden, their last haven, they knew, the roof under which they would live and die...They had no furniture, so they asked Khomratovich, an old man who was also an exile, to fix them an adobe platform in a corner which became their conjugal bed-beautifully wide and comfortable...They wanted a glass lamp, not a tin one, with a tall stand, the wick had to have ten strands, not seven, and they insisted on spare globes too...Finally, there stood the

## NON-FICTION

The following section contains non-fictional sources of information regarding career education. We have included pertinent legislation, non-educational sources of career education information, Sidney P. Marland's (former director of the U.S. Office of Education) statement on career education, a brief history of career ed. and a sample list of non-fiction books having career inplications that can be used at various grade levels. We hope that this information will be helpful to you as you expand your concept of career education and become more comfortable in the presentation of career information to your students.

*"I appreciate your concern, but I've decided to just keep on hacking around for a while."*




*"Look . . . why don't you keep hacking around for a while and come back to see me in about ten years . . . okay?"*

**CHANGING TIMES** *The Kiplinger Magazine*



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lamp, with its homemade shade, on the round table. In Ush-Terek in the year 1954, when the hydrogen bomb was already invented and people were chasing after standard lamps in the capitals, this paraffin lamp on the round homemade table transformed the little clay hovel into a luxurious drawing room of 2 centuries ago ....It is not our level of prosperity that maked for happiness but the kinship of heart to heart and the way we look at the world."4

Seen from the perspective alternative life styles, these 2 selections offer a striking contrast. Discussing them in terms of relevancy to self and society may be exciting.

This leads to the direction of looking at one's own personal identity and its relation to society. Yet, students relation to the fictional characters and enjoying these works of art. Their legitimacy as unique artistic works is not only maintained, but also enhanced by the fact that every reader makes personalized and sistinct responses to each. Just as no two individuals are alike, neither are any two pieces of fiction. To utilize them for alternative life style education is to increase the debt we owe to fiction as part of mankind's wisdom, cultural heritage and freedom to select a comfortable lifestyle. Secondary

HEY TEACH! We did not forget you. Here is an example of some literature which may be interesting for you. Check'em out!

We all seem to be interested in developing a more complete awareness of ourselves. This is, one of the first and foremost step towards successful career and life-style selections These books can provide thoughts that may trigger the discovery of our strengths, weaknesses and aid in the development of better communicaiions: Emotional Intimacy, Alan M. Dahms, Why Am I Afraid To Tell You Who I Am? John Powel, S. J., I'm OK --You're OK, Thomas A. Harris, On Becoming a Person, Carl Rogers, Future Shock, Alvin Toffler, The Games People Play, Eric Berne and The Peter Principle, Lawrence J. Peter. Popular periodicals such as "Psychology Today" carries related articles

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# CAREER DEVELOPMENT LABORATORY

Career Development Laboratory presents a novel and interesting way to expose career information and pinpoint career interests. The Laboratory overcomes the problems normally experienced by counselors—either too little or too much information, and student disinterest.

Career survey forms are used initially by the students to determine high-interest career and occupational areas. The surveys, in turn, guide the student to selected areas within a battery of 60 taped interviews with successful working people.

The Laboratory can be used in Grades 8 through 13. Sixty per cent of the taped interviews cover professional careers and the remainder include non-professional and technical occupations. The interviews sharpen student interest in the meaning and relevance of education and broaden student awareness of career and occupational options.

Career Development Laboratory contains:

- **60 Taped Interviews**
- **100 Survey Forms**
- **1 Teacher's Guide**
- **1 Announcement Poster**

The program is self-contained and can be used without supervision; however, the survey forms are extremely helpful to the counselor in evaluation. Mr. Robert M. Hendricks served as consultant to Educational Development Company in the design of this program.

The Laboratory and the companion program—Career Games—offer new and stimulating dimensions to career guidance resources.

PERIODICAL, NON-FICTION--

YOU MIGHT LEARN SOMETHING ABOUT

CAREERS!!

"Today't Learn.ng A Long-Time Thing"
Detroit Free Press, March 17, 1974.

A survey of College freshmen reveals that almost 60 % expect to go on for more than one degree. The somen's movement is one reason for the increased desire to be multi-degreed. Fewer students than three years ago
three years ago, believed that women's activities should be confined to the home. The survey also showed a return to conventional religious attitudes and a decline in the number of students considering themselves either conservatives or far right.

"Exciting Executives"
TIME, January 7, 1974

There is a growing line of executives leaving their jobs long before retirement age. The turnover rate among heads of major corporations presently stands at 20% per year. Not only does the trend show a lack of stability in executive jobs, it is also becoming more fashionable to quit a top job. The departures are good for the company as well as the man in some instances. Severance agreements and
Severance agreements and early-retirement plans make it possible to end one career in time to start a new one.

## PRICE AND ORDER INFORMATION

| LEVEL | PRODUCT NO | DESCRIPTION* | TYPE** | NET PRICE |
|---|---|---|---|---|
| Grades 8-13 | 20-112 | Complete Program | Cassette | $222 00 |
| Grades 8-13 | 20-115 | Placement Survey (Form S) 50 copies | | 3 35 |
| Grades 8-13 | 20-116 | Placement Survey (Form Y) 50 copies | | 3 35 |
| Grades 8-13 | 20-117 | Teacher's Guide (Additional copies) | | 1 00 |
| **CAREER PROGRAM** | | | | |
| Grades 8-13 | 20-1123 | Career Program (Career Games/ Career Development Laboratory) | Cassette | 290 00 |

*Each Complete Program contains 60 interviews on 30 Cassettes, 50 copies each of Survey Forms S and Y, and 1 Teacher's Guide. Replacement forms may be purchased as necessary.

**Programs available in reel to reel. Please write for information.

"The Unyielding 5%"
TIME, June 4, 1973

With approximately 2.7 million jobs opening up in the last year the unemployment rate has stubbornly held at 5%, This is a figure few other industrialized nations would tolerate and indeed the U.S. has sought to hold it at 4%. The new higher unemployment rate has led to a redefinition of "full employment". It is now defined as a conditon in which persons who want to work and seek it realistically can find employment. There are plenty of good jobs available mostly in semi-skilled or skilled trades. The reason they are not being filled could be due to a mismatch between job hunters and empty jobs, which is caused by low wages, lack of public transportation or possession of outmoded skills. The distribution of jobless rates among the various population groups has hardly changed at all since April 1965.

"Ten Common Myths about College"
Better Homes and Gardens, May 1973

Many decisions about whether to go to college or not, and which college to attend are not based on factor logic but on misconceptions and myths. Following are ten of these common myths.

1. It's hard to get into college. This depends upon how elite the college).

2. You must pass certain tests to got into college. (Many colleges are dropping the standardized tests in favor of high school grades and class rank.)

3. It's best to go to college right after high school.

4. Before you can go to college, you must finish high school. (Testing can be substituted.)

5. A good college education is very expensive.

6. A good college has many well-known professors.

7. Private colleges are better than public colleges.

8. Small colleges are best because they always have smaller classes. (Some larger colleges are now offering this asvantage.)

9. There are tremendous differences among colleges.

10. You need a college education to be successful. (This depends on how you define success. Some students are losing money by going to college.)

The best way to choose a college is to learn if it offers the desired courses, visit the campus in person, and talk to as many students and faculty as possible, Education stretches the mind and prepares one for a fuller role in society.

"Less School-More Work..."
TIME, August 27, 1973.

Sociologist, James Coleman, and his team recommend more work and less school for people ages 14 to 24. He believes the focus of school is too narrow and that work gives one thee chance to manage his own affairs, learn responsibility, and how to work with others. The family no longer provides these lessons and school monopolizes young people's time. Colemand proposes a shift away from the traditional education toward a new pattern of apprenticeship training.

"Is there a Law That Says I Have to Go To College Next Fall?"
Reader's Digest, November, 1973

A mother reports the rewarding experience her 17 year old daughter had by "stopping out". The fast growing trend is a period of self-realization after the last year of high school and prior to entering college. Thoughtful administrators are seeking alternatives for the some 100,000 students "stopping out" at the present. They real-

ize the necessity of this time-away for some and save space for their return. However, there is the possibility that they may not enter college at all which stops some colleges from encouraging it at all.

DISCUSS THIS ONE IN CLASS--
A CHALLENGE!!

The April 8th issue of U.S. News and World Report carried an article entitled "Walking Out On Success", which gave specific instances of successful people leaving lucrative positions to avoid the stress of their jobs. Among these examples were a man who became a turkey farmer, and a woman who became a model.

It was pointed out that these people ventured into these new businesses, but were successful.

The inference one can draw from this article is that our public educational system should provide information centers where these people may review a variety of positions and where additional training is provided.

A better plan would be to make available during the regular school years a plan of career education where students will have the opportunity to survey and experience job choices for a life-style of work. They would then be prepared for changes or may never need to change.

CHANGING TIMES THINKS IT'S
HERE TO STAY
from April, 1974 issue

"So will career education fade away or will it continue to spread?" There are indications that, at the least, the momentum is strong enough to carry it into many more school districts. For one thing, most of the instructional material now being used have been developed at the local level, often on local initiative independent of federal funding or guidance. That takes grass-roots commitment. State education departments have also displayed a willingness to spend money to develop programs. Much of the push for career education started at the local level. If the federal government's drive to coordinate the mov
ment falls apart, there's little reas
to think career education will die as
result.

Commercial educational publishers
are betting it won't die. They're hu
ling to get career education materia
on the market where, they hope, eage
school districts will be waiting to
So far, the flow of customers contin
strong.


**Social Studies Filmstrips**

**CAREER AWARENESS Grades K-3** NEW

By Phyllis Cooper

Careers from the inside — starting with the familiar territory of the school and proceeding to hospitals, construction and airports. On-the-job action color photography and interesting story line makes primary children aware of the great diversity of the world of work and its need for many talents. The teacher's guide outlines meaningful career projects that can be integrated with your curriculum in language arts, speech development, art, music, social studies and mathematics.

**WORKING AT SCHOOL** — Tour a school and meet the numerous people who make today's education possible.
**TO THE HOSPITAL** — Follow a little girl with a broken leg and learn about the people involved. This filmstrip is also helpful in preparing young children for a hospital stay.
**BUILDING A BUILDING** — Watch a building under construction and find out about the people working there.
**A VISIT TO THE AIRPORT** — Come to the airport, see what makes it tick.

FSR 430 — 4 Full Color FILMSTRIPS, 4 RECORDS, Guide **$44.00**
FSC 430 — 4 Full Color FILMSTRIPS, 4 CASSETTES, Guide **$48.00**




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## If You're Stumpted for Outside Sources- Try These

### Neighborhood Youth Corps (NYC)

This program helps school-age and older youth from low-income families either remain in school or find work. Present emphasis is on providing academic and prevocational training for those 16 and 17, and on guiding those 18 and over who are ready for employment to other programs. (U.S. Department of Lavor 1970a, pp. 70-71c, p. 20).

### Work Incentive Program (WIN)

This program is aimed at helping employable individuals in families now receiving Aid to Families with Dependant Children to become economically independant. (U.S. Department of Labor 1971c, p. 20).

### Public Service Careers Program

Disadvantaged persons are hired and trained by government service agencies. Other federal funded programs, such as "Operation Mainstream" and "Special Impact Program", are similarily designed to provide help for the disadvantaged. Information can be obtained from the local office of the state employment service the Occupational Outlook Quarterly.

### Community Agencies and Organizations

The state employment service is the best local source. It's service's are outlined briefly in the Occupational Handbook (U.S. Department of Labor 1972, pp. 10-11). The Chamber of Commerce, apprenticeship councils, service clubs, private employment services, and unions are also excellant sources.

## How career ed works in the classroom

Here's how a group of teachers in Peoria, Ill., public school district 15- suggests a career ed unit on jobs in a department store might be integrated into the regular subjects taught in third and fourth grades. Occupations covered include manager, cashier, stock person, delivery person, clerk, security guard, gift wrapper, buyer and advertising manager.

Suggested activities for children in each class:

Reading. Read stories that are related to department stores in basic readers, supplementary books and library books.

Language arts. List vocabulary words used in a department store. Take notes on a visit by someone who works for a local store. Interview workers and take notes during a field trip to a store. Give oral reports on occupations in a department store.

Mathematics. Make our a sales slip Figure out profit and loss. Make change. Figure the best buy in a particular peice of merchandise by comparing prices in advertisements. Use multiplication and division in figuring the cost of a simple item from a group price and vice versa.

Social studies. Study the origin and transportation of various produce. Study the international relationships and the people of countries represented by the products in a department store.

Science. Determine the correct content labels for various items in a store. Under supervision, test flammable and fire-resistant articles.

Art. Make labels for a store. Design an advertisement. Make a collage depicting an aspect of department store operation. Make art paper and use it to articles.from a store.

Class Project. Set up, anme and operate a store in the classroom. Artic les may be miniatures, such as toys, or pictures cut from magazines.

Job Opportunities in the Business Sector (JOBS)

This program involves a commitment by the business community to hire disadvantaged persons and train them on the job. The National Businessmen (NAB) has the responsibility of developing business support and finding job openings (U.S. Department of Labor 1971c, p. 19

Manpower Development and Training Act (MDTA)

Current emphasis is on training the disadvantaged. An applicant may qualify for training if he or she is underemployed, displaced from a job, disadvantaged, of hard to train. Contact the local office of the state employment service for additional information. (U.S. Department of Labor 1970a, pp. 71-73 1971c, pp. 19-20)

Newspapers and Other Local Media

In addition to the want ads, features and news articles often provide announcements and descriptions of new businesses or industries, educational and training programs, and agencies to help job-hunters. Many radio and TV stations broadcast information in news programs, special features, and spot announcements.

The Armed Forces

The Training Programs in the armed forces consitute a major source of occupational preparation. Many military work skills may be put to use after discharge from the service. Project Transition (U.S. Department of Labor 1972b, p. 849) makes possible predischarge occupational preparation. Local recruiting offices provide a wide array of occupational information.

Federal Apprenticeship Programs

Apprenticeship program provide training in such crafts as carpentry, masonry, and machining. (U.S. Department of Labor 1971a.) Information about programs and openings may be obtained from state employment service offices and from the Department of labor, State apprenticeship agencies.

Workers, Employers, Retired Persons and Specialists

Local groups can provide lists of accredited preparation programs, general occupational descriptions, and information about local opportunities. They may provide speakers for career conferences, and may help the counselor build a list of resource persons who will meet with pupils for information interviews.

Special Publications

1. The Occupational Outlook Handbook
2. The Dictionary of Occupational Titles.
3. Encyclopdeia of Careers and Vocational Guidance.
4. Manpower journal.
5. SOS Project
6. NVGA Publication Series
7. Women's Bureau Publications.
8. VIEW Project.
9. WERC Project

*Impact*: a bi-monthly magazine published by the CAPS Center. Features adoptable practices and instruments in-depth interviews with well-known professionals, tidbits from the underground press as well as government and academia, and ideas which bring out the pleasure in your work.

*Communique*: an 8 page newsletter published 10 times a year. Contains exemplary practices ready for easy adoption, brief research findings to keep you posted on the latest without doing vast amounts of reading, news of regional and national importance, and reviews of new materials.

**Mail To: CAPS Publications, 2108 School of Education, University of Michigan, Ann Arbor MI 48104**

## CAREER GAMES™

Career Games is the most innovative development in career guidance in the last twenty years. Far more than a game which is played and enjoyed, it is a sophisticated, educational guidance tool which launches the player on an extensive career search.

The Career Games, authored by Mr. E. N. Chapman, emphasizes involvement, decision making, and self-concept building.

Career Games is designed to be used two ways.

- **As a self-contained instructional classroom unit**
- **By the individual in the guidance department, library, or resource center**

An exciting guidance tool designed to be enjoyed from 8th grade through junior college. Career Games is semi-programmed and takes the individual on a career search, a search where he is confronted in a mysterious and involving manner with many decisions he must make.

The program has two "plus" features. All career cards (occupations) suggest where to get more information on each career choice. Career cards are correlated with the Career Development Laboratory.

Career Games contains:

- **398 Cards** (various information)
- **2 Score Pads** (100 score pages with interpretation)
- **1 Filmstrip** (in color)
- **1 Cassette** (15 min. 38 sec.)
- **1 Tape – Reel** (15 min. 38 sec.)
- **1 Counselor – Teacher's Guide**

Career Games attracts, involves and stimulates students to search deeply for career choices. It's educational, field tested, and fun. It is an excellent supplement to an established career guidance counseling program.

### HEY! YOU MIGHT TRY THESE.....

1. Contacting the Chamber of Commerce for outside speaker.
2. Retirees as resources.
3. Students as interviewers to collect career information.
4. Well planned field trips.
5. Other teachers as resource people.
6. Parents as resource people.
7. Role playing.
8. A look at what information on careers is in the library.
9. Study careers within the school.
10. Job exploration as a school helper.
11. A one day work experience.
12. Weekly preview of T.V. programs with career implications.
13. Career Day.
14. Build a model town and put it to work.
15. Make career collages.
16. Have students send for career information.
17. Do a "Guess What" bulletin board.
18. Hobbies that may lead to careers.
19. Invite a union steward to talk about unions.
20. Invite a management negotiator to talk about management.
21. Charades, What's My Line, You Are There, Jeopardy, To Tell The Truth, Match Game.

### NON-FICTION

The following section contains non-fictional sources of information regarding career education. We have included pertinent legislation, non-educational sources of career education information, Sidney P. Marland's (former director of the U.S. Office of Education) statement on career education, a brief history of career ed. and a sample list of non-fiction books having career implications that can be used at various grade levels. We hope that this information will be helpful to you as you expand your concept of career education and become more comfortable in the presentation of career information to your students.

### PRICE AND ORDER INFORMATION

| LEVEL | PRODUCT NO. | DESCRIPTION | TYPE* | NET PRICE |
|---|---|---|---|---|
| Grades 8-13 | 20-31 | Complete Program | Reel/Cassette | $ 78.50 |
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Here are 20 thought-provoking statements regarding career choice. Mark them according to the following scale as they fit you. There are no right or wrong answers.

1. Key concept
2. Insight (took thought to arrive at decision)
3. Misconception
4. Irrevelvant

Discuss your responses to the statements with others. It may add to your understanding of your concept of career education.

| | | | |
|---|---|---|---|
| DECISION MAKING PROCESS<br>1. | LIFE-STYLE CHOICE<br>2. | DEVELOPING WORK VALUES<br>3. | ACCOUNTABILITY<br>4. |
| DEFINITE OCCUPATIONAL CHOICE<br>5. | INTEREST AND APTITUDE TESTING<br>6. | COMMUNITY INVOLVEMENT<br>7. | SELF-AWARENESS<br>8. |
| USE OF LEISURE TIME<br>9. | FAILURE vs. LEARNING EXPERIENCE<br>10. | UTILIZATION OF A VARIETY OF RESOURCES<br>11. | ACCEPTANCE OF DECISIONS MADE BY OTHERS<br>12. |
| IN-SERVICE TRAINING OF PROFESSIONALS<br>13. | COORDINATION OF RESOURCES<br>14. | EVALUATING ALTERNATIVES<br>15. | REWARD VALUE FOR INDIVIDUAL<br>16. |
| ACCEPTANCE OF CHANCE FOR SUCCESS<br>17. | PERMANENCY vs. MOBILITY<br>18. | SEX AND SUCCESS<br>19. | MATERIALISM AS ULTIMATE GOAL<br>20. |

DEVELOPMENTAL OBJECTIVES

STAGES IN THE GROWING PROCESS

| | | |
|---|---|---|
| AWARENESS | Preconscious | (Awareness) |
| | Attending | (Exploration) |
| | Seeking | (Commitment) |
| EXPLORATION | | (Skill Development) |
| | Experiencing | (Skill Refinement) |
| | Risk Taking | (Reaffirmation/Redirection) |
| | Deliberate | |
| COMMITMENT | | |
| | Public | |
| | Private | |
| | Physical/Mental/Emotional | |
| SKILL DEVELOPMENT | | |
| | Entry Skills | |
| | Functioning Skills | |
| | Continued Development Skills | |
| SKILL REFINEMENT | | |
| | Higher Level Expertise | |
| | Creativity | |
| | Boredom | |
| REAFFIRMATION/REDIRECTION | | |
| | Higher Level Functioning | |
| | New Dimensions | |
| | Change Basics | |

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1971

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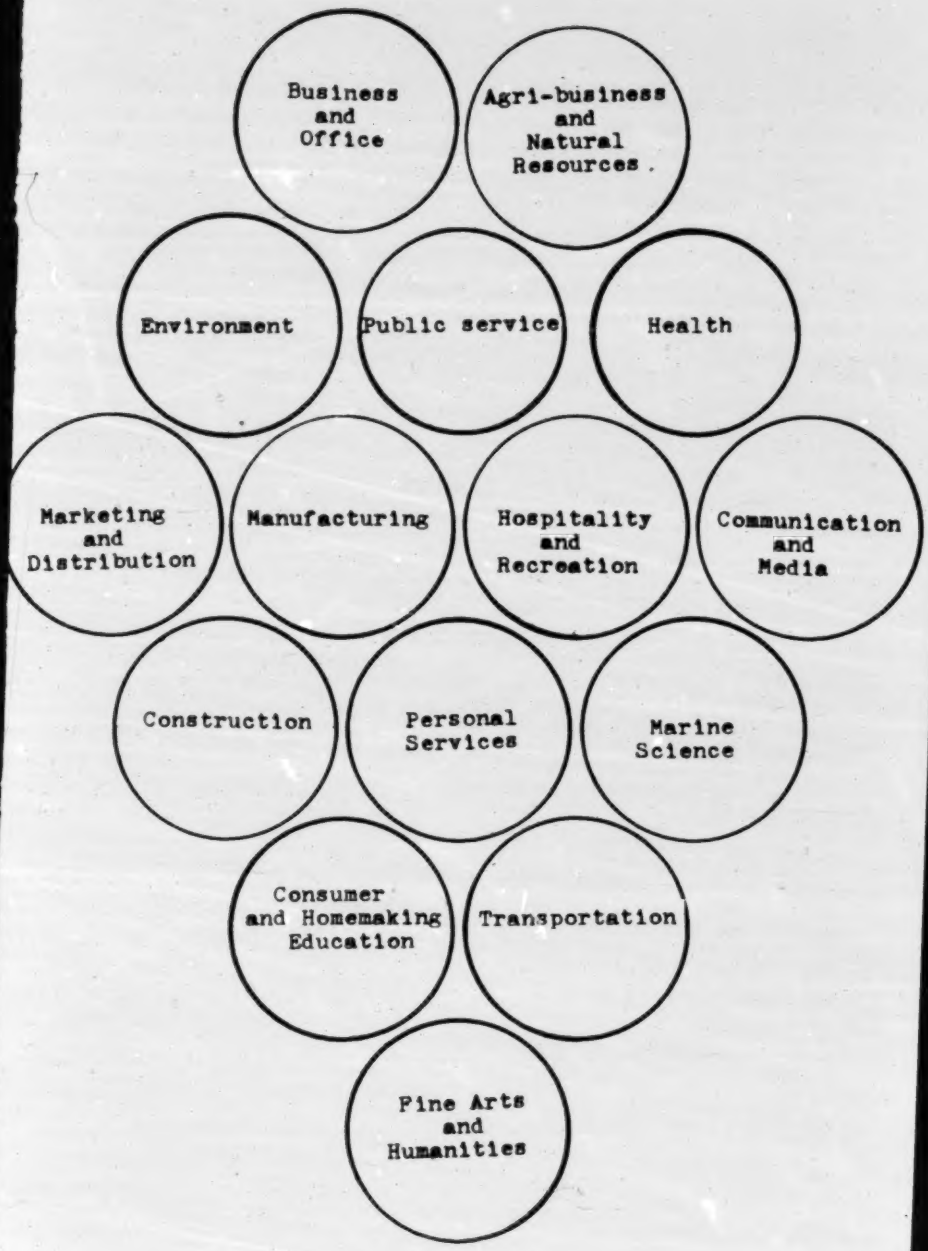
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